DOCUMENT RESUMÉ

ED 377 723 FL 022 712

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TITLE Teaching Business Chinese to College Students: A Course Report.
PUB DATE Apr 94
NOTE 17p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 13-16, 1994).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Business Administration Education; *Business Communication; *Chinese; Classroom Techniques; Course Content; Course Descriptions; Cultural Awareness; Cultural Education; Educational Objectives; Foreign Countries; Higher Education; Instructional Materials; *Languages for Special Purposes; Language Skills; Relevance (Education); Second Language Instruction; *Second Languages; Textbooks
IDENTIFIERS *Brigham Young University UT; China

ABSTRACT

A course in business Chinese offered at Brigham Young University (Utah) is described. In the six semesters the course has been offered to date, enrollment has increased steadily and it has drawn students from business, Chinese, and a variety of other majors. Many students had served religious missions in Chinese-speaking countries. In developing the course, it was decided to: (1) emphasize business-related Chinese language somewhat more than the organization of Chinese business; (2) offer a foundation in the formal language style into which business vocabulary fits; (3) familiarize students with social and linguistic protocol (cultural context); (4) provide a balanced development of language skills (listening, speaking, reading, writing); and (5) focus on language usage in the People's Republic of China rather than in Taiwan. Textbook and sources of supplementary materials, both print and non-print, are discussed. Guiding principles for classroom instruction include emphasis on cultural awareness, simulation of real business practice, combining required and optional tasks, and using students of different backgrounds as resources for the class. A list of references and a course outline are appended. (MSE)

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Teaching Business Chinese to College Students: A Course Report

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ED 377 723

This paper is based on the first six semesters of an on-going business Chinese course at Brigham Young University. However, it does not mean to describe the details of its two-year developmental process. It will start with some general information about the course, go on with a review of issues and concerns that have had impact on its development, and end with a report on its current status.

General Information

In the summer of 1992, a three-credit business Chinese course under the title of Chinese 347 was first offered at Brigham Young University. The class met once a week in the evening for a session of two hours and a half. Since then, the course has been offered in fall, winter and summer on a regular basis. The enrollment in the past six semesters is as follows:

Semester		Total	*Business Majors	Chinese Majors	Other Majors
92	Summer	8	1	1	6
	Fall	10	1	4	5
93	Winter	16	6	5	5
	Summer	14	2	5	7
	Fall	16	10	4	2
94	Winter	18	5	9	4
Total		82	25	28	29

*Business majors: such as business (management), economics and accounting

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I have been the instructor of the course ever since it was started. As the course was getting increasingly popular, I had to decline some students in more recent semesters to maintain a manageable class size.

Students enrolled in Chinese 347 have been from a wide variety of majors, from international relations to engineering, from law to zoology. While enjoying continuous popularity among Chinese majors, the course has been attracting an increasing number of business majors, which can be explained by the rapid and steady advance in business relationship between the United States and China. Among the 15 business majors in the last two semesters,

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11 were graduate students. On the other hand, when students entered the course, some had already had business experience with the People's Republic of China or Taiwan, others were anticipating such future opportunities.

The prerequisite of Chinese 347 is "everyday conversation and intermediate level in reading and writing" or Chinese 301 at Brigham Young University. Most of my students had served a mission for the Church of Jesus Christ of Latter-day Saints in Taiwan or other Chinese-speaking communities. They generally had good oral competence after living for about two years among native Chinese speakers. At the same time, they were still weak in reading and writing. Occasionally, I had native-speaker students too, who had changed to a business major in this country. These native speakers, mostly graduate students, were familiar with the business terminology in English, but they did not know how to express themselves in a professional way in their own native language. They found the course helpful although they appear a little out of place in classroom activities because the course was designed for American English speakers.

The course has received four student evaluations so far. It was ranked "excellent" every time for both the course and the instructor. I enjoy the course and my students so much that Tuesday evening has been a great time for me in the past two years.

Issues and Concerns

The development of Chinese 347 in the past two years were centered on a number of issues and concerns. These issues and concerns not only provide rationale for the current status of the course, they may also bear general significance in the practice of teaching languages for special purposes.

Business Chinese or Chinese Business?

Business Chinese is being offered in quite a number of universities and colleges in the United States. Although the course takes a more or less similar title, i. e., Business Chinese, rather than Chinese Business, there does not seem to be a consensus about its nature and emphasis. Depending on whether it is offered by a language department or by a business department, it is treated either as a language course or as a business course. If the actual practice can be regarded as a continuum (see below), the two poles are (1) Business Chinese: a Chinese language course to serve the business purpose, and (2) Chinese Business: a business course conducted in the Chinese language. Any point in the continuum has a legitimate status in that it serves a specific set of objectives and satisfies the needs of a specific group of learners.

Under different objectives, every instructor of business Chinese has to find an appropriate position for the course in the continuum. Kleykamp (1986), for example, appears to be closer to the pole of Chinese Business. In his pioneering and very thought-provoking paper, although he emphasizes the necessity for a business Chinese course to conform with "the general instruction of Chinese language" at the school in question (p. 14), he is particularly concerned about incorporating "the various useful institutions and procedures of international trade with the Chinese" (p. 24), such as economics and law. His inclination is well shown in the lecture materials he developed. For him, "business Chinese" and "Chinese business" (p. 20) are synonyms that can be used interchangeably.

At Brigham Young University, too, another business Chinese course is being developed as a language track in the MBA Program. It will be a graduate-level course offered by the School of Management, which means that it will be a BUSINESS course in the Chinese language although probably it will still be labeled Business Chinese.

Chinese 347 at BYU, however, is an undergraduate LANGUAGE course offered by the Department of Asian and Near Eastern Languages. Its general objectives were defined as "to familiarize American students with Chinese cultural contexts of actual business transactions, help them to acquire commonly-used vocabulary, phrases and sentence patterns in these contexts, and improve their general language competence in listening, speaking, reading and writing." Such a definition placed the course in the continuum at a position closer to the pole of Business Chinese.

Chinese Foundation or Business Terminology?

Chinese 347 at BYU was designed as an academic language course for intermediate-level learners. Since the students had already acquired basic language competence and the course was meant to serve a business purpose, there was a temptation for me to focus on business terminology in the instructional process. However, business jargon is meaningful only when it is properly applied in contexts. In a business context, the language is first of all characteristic of its formal style and formulaic expressions. These features are more culture-relevant, more decisive in future applications, but are more difficult to acquire.

As I have mentioned above, my Chinese 347 students at BYU generally had good oral competence. It did not seem to bother them very much to pick up business terms such as "*jia4 ge2 dan1* (price list)," "*xin4 yong4 zheng4* (letter of credit)" and "*jiao1 huo4 qi1* (time of

delivery)." Once introduced, these elements occurred naturally in their oral activities and written assignments. However, they experienced apparent difficulty in getting comfortable with the formal language style and formulaic expressions. As former church missionaries, they had only been exposed to the casual style of the oral language. Now that they were required to learn the formal style, they suddenly became incompetent even in their oral utterances (because formal oral Chinese is close to the written language). More problems were detected in their reading and writing.

Just to cite a few examples, my students had difficulty with the following expressions although they knew all the characters:

zai4 jin1 hou4 shu4 zhou1 nei4 (in the following several weeks)
ru2 jia4 ge2 dan1 suo3 shi4 (as indicated in the price list)
dao4 shi2 qing3 guang1 lin2 (please be present when the time comes)

In the sequence "*ying4 gui4 gong1 si1 liu4 yue4 wu3 ri4 lai2 xin4 zhong1 de yao1 qiu2* (in response to the request in your company's letter dated June 5)," they tended to mistake "*ying4 gui4*" for the name of the company. In their business-letter writing, they would use "*zai4 mei3 guo2 de shi2 hou zhen1 de hao3 kai1 xin1* (were very happy during the time in America)" and "*ni3 kuai4 xie1 gei3 wo3 yi2 ge hui2 yin1 hao3 ma?* (Would you please respond as soon as possible?)," both being oral language in the casual style. They were not aware that the formal written style, although varying in the actual use, would be "*zai4 mei3 qi1 jian1, shen4 jue2 yu2 kuai4*" and "*wu4 qing3 zao3 fu4 wei2 pan4.*"

After all, languages like medical Chinese, engineering Chinese or tourist Chinese do not exist, nor does business Chinese. These are merely applications of the same Chinese core to different fields. Even when we teach Chinese at a college for the business purpose, I believe it is still the principal foundation, not the business terminology, that deserves our main efforts. If the students have their general language ability improved, they will absorb useful terminology on their own, be it business, economics, law or whatever.

Language-Oriented or Culture-Oriented?

It is widely acknowledged that in the teaching and learning of a language, the contexts in which the language is used are as important as the language itself. Culture should always be an integral part of any language instruction. If this statement is generally true, it could be more crucial to students of a business language course.

People absolutely do not have to know the Chinese language to do business with China, but it is a common belief that knowing the language is an advantage and knowing the culture is plus plus. Du-Babcock and Babcock (1988) interviewed personnel from CEOs to first-level managers in 14 multinational corporations operating in Taiwan. They found that there always is

a positive benefit for foreign expatriates to increase their Chinese proficiency, but these benefits are "less visible at the middle competency levels" (p. 62). As is identified in the study, one of the factors inhibiting communication at the intermediate levels is "unfamiliarity with cultural contexts" (p.64). This finding presents a challenge to instructors of business Chinese, i. e., our students at their intermediate language level have to be familiarized with the Chinese culture; otherwise, they might appear inferior to their future colleagues or competitors who do not speak Chinese but know how to appreciate the culture.

Du-Babcock and Babcock's analysis of high-competence-level foreign expatriates also sheds light on my Chinese 347 students at BYU. On the one hand, with little difficulty in daily communications, these returned missionaries tended to be "overconfident" (p.60) about their Chinese level. On the other hand, they were more likely to attract "higher expectations" (p. 64) from native Chinese speakers. However, their knowledge and understanding of the Chinese culture was actually superficial and limited. They knew still less about the patterns of formal behavior and proper business conduct in China. In this sense, they needed help with their cultural awareness more than with the language itself. To enable them to be appropriate and effective in a Chinese business context, it is important to familiarize them with the social and linguistic protocol.

Balance or Emphasis in Requirements?

Learners of business Chinese, motivated by different needs and restricted by different factors, may have very different goals for themselves. They certainly deserve different treatments in programs with different emphases. As is reported by Chow (1988), the local business people who were enrolled in Chinese for Business People, a special conversational course at Lynchburg College in 1986-88, were not given credits but "flexibility in every area" in their studies (p. 14). The classes were largely paced by the students, and the teacher's expectations were adjusted (downward) to what was possible for the students in their situations. Such an approach was found to have worked well for those students.

Chinese 347 at Brigham Young University is of a very different nature. Designed to be intensive, it is a course offered for credits to full-time college students. Motivated by current and potential business opportunities in the PRC and Taiwan, the students in the past semesters were generally eager to learn as much as possible and looked forward to a good grade. The department also likes to maintain its academic standard. The only open question has been how to set the requirements for the course among different language skills. Should I keep a balance among listening, speaking, reading and writing, or should I emphasize any of the them? In other words, should I require something of everything or should I require everything of something ("everything" here is in a relative sense, of course)?

To work on the principal foundation of the Chinese language at the intermediate level, I knew I should require all-around development from the students, because different language aspects are mutually supporting and enhancing. Moreover, a balance in the requirements would let my students have better versatility and adaptability. Versatility and adaptability were important because my students who were from various majors might face with very different future careers. Since it was currently unknown what language skill or skills would mean the most for each one of them in the future, it would benefit the general student body the most to have "everything" in the requirements. As long as they acquired a good foundation, they could build any kind of things on it when they had the opportunity.

However, I also realized that I could not expect my students to go very far in just fifteen weeks or so. When I required "everything", I could require much in nothing. For example, I could try to teach letter writing to my students, but my goal had to be limited to familiarizing them with the format and some formulaic language for business purposes. I could not expect to significantly improve their writing ability by just having them write three or four letters. I could not even expect them to acquire very many business terms. Effective language skills can only come from subsequent experience in the field. However, if the students are given a taste of "everything", they will be better prepared for future improvement and adaptation after they entered the business world.

PRC-Based or Taiwan-Based?

Kleykamp (1986) was once so concerned about the different usage in the PRC and Taiwan that things like simplified and conventional characters, different forms of romanization and different versions of the equivalent of an English term made a whole chapter in his article. Fortunately, the problem has basically solved in the general instruction of the Chinese language although different schools may have different approaches. At Brigham Young University, both the simplified and conventional characters are required for second-year students and above. *Pinyin*, the PRC-coined romanization system, is also required. When students came to take my class in their third year of Chinese studies, neither was a significant problem. As to the difference in terminology, it was not a big problem in contexts. With fast growing interactions and exchanges between the PRC and Taiwan after 1988, it has been proved not to be an obstacle in communications at all. As long as the students have a sound foundation in one of the versions, they will be able to do well in both the PRC and Taiwan.

Opposite to Kleykamp's suggestion, Chinese 347 at BYU centers itself on the PRC business rather than the Taiwan business. First of all, the global economic situation has changed since 1986. The PRC is now of increasingly great significance to the U. S. economy, providing more opportunities to American businesses. Secondly, most of my students have lived in Taiwan

for a considerably long time. It will only do them good to help them to learn more about the PRC. Thirdly, I am from the PRC, with wide personal connections over there. I have the convenience to get various kinds of help for the course and for my students.

Current Status of the Course

What is of more importance than the detailed developmental process of the course is the result of the process -- its current status. Generally speaking, my expectations from the students have been moved upward little by little to include more items into the "everything."

The general picture of the course is given in the course schedule for the winter semester of 1994 (Please see Appendix A). The following report will only be focused on two parts: CONTENT and METHODS.

CONTENT

Textbook

The main textbook I have been using for five semesters at Brigham Young University is *Business Chinese 500*, a PRC publication co-authored by Beijing Foreign Languages Institute and Beijing Foreign Trade Institute. This is a book once (maybe even now too!) strongly opposed by Kleykamp (1986) in his assertion that "this book could never serve as a text in an American classroom aimed at the intermediate level" (p. 7).

Business Chinese 500 is meant to be an oral text. The twenty lessons are arranged to basically follow the typical process of business negotiations between foreigners and Chinese, and are centered on the following topics:

The First Meeting
At the Dinner Table
Foreign Trade Policy
Inquiry
Offer
On Price (I) (II)
Discount
Commission
Terms of Payment (I) (II)
Date of Delivery
Shipment
Packing
Insurance

Signing a Contract
Claims
Agency
Joint Venture

Under a specific topic, each lesson provides twenty-five pattern sentences followed by drills, dialogues, a word list and notes for both the language and culture. Kleykamp agrees that these are all "practical issues involved in business negotiations" (p. 9), but he does not like the book for two reasons: (1) It restricts itself too much to simple sentence construction so that the students will be constrained to a given pattern of communication; (2) There is little or no terminology dealing with economics as a subject. In Kleykamp's paper, the book is described as "more or less a sophisticated phrase book" (p. 7).

It is absolutely not my intention to argue that this book is perfect because it actually is not. In my using the book, I have experienced two difficulties: (1) This is an oral business Chinese textbook, but since language in business contexts tends to be formal and hence to be often close to the written language, it is hard to go along just by itself. Unless the students have already acquired relevant reading ability, they must be helped in reading comprehension first if all the requirements in the book are to be met. (2) The dialogue texts (particularly in some lessons) involve vocabulary that is only used for a very specialized field, e. g., the Chinese equivalents of "printed pure silk fabric," "bristle," "lead ore," "tallow," "Bone Phosphate of Lime," just to randomly pick out a few. It is difficult and meaningless to have students learn these words. Even the business-relevant terms, which have a poor reoccurrence rate, are obviously too many for the students to absorb in a semester's time. In this sense, it is truly a "sophisticated phrase book." If the authors of *Business Chinese 500* have not overestimated the average level of foreign learners of Chinese, they must have designed the book with a different kind of curriculum in their minds which is largely not applicable in an American school.

However, with the purpose of increasing foreigners' ability to express themselves "orally," the book does not seem to be doing anything wrong to try to limit itself to simple sentence structures. On the contrary, it could be its merit. On the other hand, whether such a textbook should unify economics, law and institutional structure of trade into business content, as Kleykamp claims, is debatable. No textbook is a panacea. When a textbook is designed to satisfy certain objectives and requirements, how to make use of it in a different situation is primarily the teacher's responsibility. Neither must the whole book be used, nor is there the restriction that nothing else can be supplemented. Besides, I could not find any relationship between this book and Kleykamp's observation that "the Chinese have never really considered business a subject worthy of academic concern" (p. 7). I would rather not try to challenge the

whole Chinese business and academic society when simply commenting on a limited number of Chinese language textbooks.

In a word, I use *Business Chinese 500* for my class not because it is perfect, but because it is helpful. Depending on how it is used, I believe, it can facilitate the learning of business Chinese. I will say more about it in the sub-section of Methods.

By the way, I have read with great interest an article by Rickett and Walton (1982), who were preparing course materials for Chinese business language and communication for trial use and publication. I have not seen their book, nor have I got any more recent information, but I am impressed by the rationale they provide. If I could find the book, I would consider having it as a textbook for my Chinese 347 course.

Other Materials

Other teaching materials I have been using come from the following sources:

1. Business Documents and Correspondence

I have been providing the students with authentic PRC documents for international trade, such as sales confirmation, commercial invoice, bank draft, letter of credit, insurance form and contract. These documents are printed in both Chinese and English as it is the common practice in the PRC, so they are relatively easy for students to understand. I have also tried to get authentic documents from Taiwan, but my connections over there told me that all the international trade documents in Taiwan are in the English language only.

For the correspondence part, I got some useful reference from another PRC publication, *Complete English-Chinese Applying Documents of Foreign Trade*. This is a book to help Chinese native speakers to learn business English. In the book we can find quite a number of sample business letters in the English language and format, often accompanied with Chinese translation. I found I could use it backwards to teach the Chinese language from English, which I did. The pity is that the Chinese versions of the letters are not typed in commonly-accepted Chinese letter formats, probably to save space, so I had to teach the format separately unless I retyped everything. Another weakness of the book is in the language itself. My students found the English language in some letters not idiomatic, while I had the feeling that the Chinese language could still be improved. However, in many senses, this book is a good reference.

I have also collected some fax correspondence received by U. S. companies from China, mostly hand written. My students found it helpful to read native speakers' handwriting in authentic business letters.

2. Newspaper Articles and Governmental Documents

Since the main textbook *Business Chinese 500* is limited to business negotiations, I have been trying to broaden my students' horizon by supplementing news reports, short articles and

governmental documents that represent current PRC policies. These materials had a wide coverage, and were not selected and organized to concentrate on any topic, such as economics or law. News reports and short articles were selected from Chinese newspapers and journals published in the PRC, Taiwan and the United States.

3. Advertisements and TV Commercials

Advertising is an important business activity. Advertisement or commercial language should be part of our teaching materials. I have collected some advertisements from Chinese newspapers and magazines. With the help of the Chinese faculty and teaching staff at BYU, I also have the convenience to make use of video tapes of both the PRC and Taiwan TV commercials. Some students, impressed by the language, did a very good job when required to design a simple ad in Chinese.

4. Business Videos

Supported by the Media Service at BYU, I have access to the following tapes:

Doing Business With China

Doing Business in Taiwan

Doing Business in Hong Kong

All the three are U. S. publications in English, full of interviews. The narrator in the first tape is Charles H. Percy, former U. S. senator and Foreign Relations Committee Chairman. The narrator in the other two tapes is the well-known former TV anchor person Yu-Sai Kang. They both did a good job in highlighting and summarizing valuable experiences provided by successful American businessmen who were active in those areas. These tapes unanimously emphasize the importance of an excellent understanding of the Chinese culture. The various insights and suggestions they provide can have a long-term influence on our business Chinese students.

5. Proverbs and Sayings

Proverbs and sayings, many of which are business-specific or business-relevant, can be good materials for teaching both the language and the culture. I could not have devoted much time in doing this part so far, but the students seemed to be interested in this kind of language and find it helpful.

METHODS

I have been aware of the fact since the very beginning that, to help my students to learn effectively through the course of Chinese 347, selecting appropriate materials is important but not decisive. As in any other courses, the same material can be used for different purposes in different ways with different results. That is why I have always had teaching methods as an

important concern. The following report will be focused on the general guiding principals rather than individual techniques.

Emphasizing Cultural Awareness

By providing American insights into doing business with China, e. g., through the use of the above-mentioned video tapes, I drew my students' attention to the overall economic situation in China, and to differences in the two cultural patterns, particularly in business protocol. The students were required to write a brief essay in English in response to the video *Doing Business with China*. Many of them, interested and enlightened, did a very good job. What follows are a few quotations from them.

> "It is very interesting to note how much China is opening up to foreign business. I have read a lot in the newspapers here and they seem to paint a prettier picture on the openness of the foreign business world in China. This video helped me understand the truth."
>
> "... to do business in China, one must do it the Chinese way, not the American way. It takes time to make the connections, learn the system, and make the money, but it can be done and the reward will often be worth the wait."
>
> "I feel that understanding the background involves more than just understanding a little bit about their culture, but also covers such aspects as their history and local customs. By understanding these aspects you will be better able to relate to them within their own country."

In class activities, I would provide timely comments and explanations, whenever I had a chance, in terms of do's and don'ts for formal occasions. For example, when a student crossed his arms when greeting another person, or pointed to or touched the person he was speaking to, he would be advised what the appropriate manner should be. Sometimes, there were inappropriate topics in students' dialogue performance, they would be guided to the right channel.

Simulating Real Business Practice

I used the textbook *Business Chinese 500* as a main lead to organize students into role-play dialogues and correspondence. At the beginning of the semester, students were required to form into pairs, which started the partnership for the whole semester. The two students in each pair should "establish" two companies, one Chinese and one American, so that each would represent one side in "business negotiations" throughout the semester. At each class meeting, they would "negotiate" with preparation around the one or two topics covered in the previous week. Therefore, in just a couple of weeks, the whole class would know which two "companies" were in what "business" and would expect with curiosity to see new advance in their "deal." This activity provided a lively way for oral practice. Also, since at BYU my students were mostly returned missionaries who were good at listening and speaking (By the way, I could

conduct the class 100% in Chinese!), such a requirement attracted their interest and increased their confidence. Those students who were currently doing business with the PRC or Taiwan were particularly motivated because they could apply what they were learning right away! Role-play dialogues also enhanced reading and writing. Every semester, I required my students to write three or four business letters. With the help of the contexts in their negotiations, they generally did well in the correspondence between the two "companies" they represented.

As I mentioned in the CONTENT section, I could not have my students absorb everything in the textbook. As a matter of fact, I found it unnecessary to do so. For each lesson, I asked the students to focus on the twenty-five pattern sentences and the more general business terms. I did not require them to study all the practice dialogues. Rather, I provided them with a simple framework which I myself generalized from these dialogue materials. As for the language and culture notes, I only reminded them of what I believed was important and let them study on their own.

Combining Required and Optional Tasks

The required tasks for the class were:

(1) Quizzes: There was a quiz every week that consist of two parts--a part of listening comprehension of the materials covered in the previous week, and a part of dictation of the vocabulary of the new lesson(s) to be learned for the current week;

(2) Dialogue performances: (already described above)

(3) Written assignments: These were homework such as essays (in English), business letters (in Chinese), translation of news reports (from Chinese into English) and resume (in Chinese);

(4) Exams: Both the mid-term exam and the final exam included listening comprehension and translation (from Chinese to English). The differences between the two exams were the two extra requirements in the final. One was reading comprehension that was based on relatively long documents which I had given out a month in advance. The other was an impromptu-paired negotiation centered on a "business deal" assigned a week in advance. The roles of buyer and seller in the pair were also decided on the spot .

Among these requirements, the most challenging was probably the reading of long documents, such as a current Chinese law. Although an English version was also provided to help with their preparation, only the Chinese version could be referred to at the exam. The most enjoyable part and the highlight of the course was the "negotiation" at the final. Almost every student appeared competent and self-satisfied with the help of a pre-prepared outline.

On the other hand, there were two optional requirements for which the students could earn extra points:

(1) Chinese word processing: Students could earn up to 3 points if a Chinese written assignment was done on a computer. I briefly introduced the XinTianMa software to the students at the beginning of the semester, but the students could use whatever software available to them, or choose not to use a word processor.

(2) Case report: It could be a brief report, given in either Chinese or English, on any kind of China-related business. A good report helped move the final grade upward one step, e. g., from B+ to A-, or from A- to A.

I believe that a combination of both required and optional tasks can urge the students to meet the basic requirements, and at the same time motivate them to accomplish something extra according to their personal interest and needs.

Having Students of Different Backgrounds Contribute to the Course

Students of different backgrounds enriched the resources of the class. It was not rare that I had business majors help me to clarifiy business concepts in class. It not only benefited students of other majors, it also helped me both in the short and the long terms. I also tried to have students with business experiences share their personal feelings with the class.

The course was designed to help American students with English as their native language. While it could still be helpful to Chinese native speakers, it must be less demanding to them. To make the course work as a three credit course to them, I had them help me with material development. For example, they collected newspaper articles or business proverbs for me for no extra points. In class, I invited them to be my "teaching assistants" to help American students. During small-group discussions, I assigned them to different groups so that they could answer questions about the language and culture. When I explained language points, e. g., a proverb, they usually provided good examples for the usage so that their American classmates would understand quickly.

Summary

There could be very different approaches for the design and instruction of a business Chinese course. Depending on its arrangement and objectives, it could be language-emphasized or business-emphasized. In a language-emphasized business Chinese course, such as Chinese 347 at Brigham Young University, I found it necessary to still work on the principal foundations of the language and at the same time pay special attention to the formal style and formulaic expressions relevant to business contexts. Cultural awareness seems to be especially important for the kind of intermediate-level students I have been teaching. To prepare the students for versatility and adaptability, I have chosen to teach something of "everything", which means a

balance among all the language skills with moderate expectation in every aspect. PRC-oriented or Taiwan-oriented does not seem to be a problem for the course.

I have been using *Business Chinese 500* as the textbook, but not being limited to it. While only emphasizing some of the requirements in the book, I have been providing a wide range of outside materials, such as authentic business documents and correspondence, newspaper articles, government documents, advertisements, commercials, business video tapes, proverbs and sayings. Special concern has been given to cultivating and improving the students' cultural awareness. Other typical methods that have been applied include simulating real business practice, combining required and optional tasks, and having students of different backgrounds help each other.

Chinese 347 at Brigham Young University is a course I enjoy teaching very much. It has undergone a developmental process of two years, but it is still in development with a lot to be desired. Even if the course is language-emphasized, as the instructor, I am fully aware of my weakness in the business background. Although I have been doing interpretation in some important business events, I have hardly had any academic training in a business field. As a Chinese saying goes, learning is never done in one's life. I know I could become a better teacher of the course only if I keep learning myself. By this report, I mean to learn from my colleagues, particularly, from instructors of business Chinese courses on other campuses.

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Appendix A:

COURSE SCHEDULE (Chinese 347, Brigham Young University, Winter 1994)

Jan	4	T	Orientation	*Business card (1)*
			Video: *Doing Business with China*	*Essey (2 pages)*
			Discussion	
	11	T	L.1: The First Meeting	*Business card (2)*
			L.2: At the Dinner Table	
			Introduction to *XinTianMa* software	
	18	T	L.4: Inquiry	*Business letter (1)*
			L.5: Offer	
	25	T	L.6: On Price (I)	*News reading (1)*
			L.7: On Price (II)	
Feb	1	T	L.8: Placing an Order	*Business letter (2)*
			Video: *Trading* (in *Heart of the Dragon*)	
	8	T	L.9: Discount	*News reading (2)*
			L.10: Commission	
	15	T	Midterm Listening Comprehension Test	*Business proverbs*
			Midterm Written Test	*and sayings*
			Video: *Doing Business in Taiwan*	
			Video: *Doing Business in Hong Kong*	
	22	T	MONDAY SCHEDULE, NO CLASS	
Mar	1	T	L.11: Terms of Payment (I)	L/C & bank draft
			L.12: Terms of Payment (II)	*Business letter (3)*
	8	T	L.13: Date of Delivery	Sales confirmation
			L.14: Shipment	*News reading (3)*
	15	T	L.15: Packing	Business fax
			L.16: Insurance	*Resume (1)*
	22	T	L.18: Claims	Gov. document
			L.19: Agency	*Resume (2)*
	29	T	L.20: Joint Venture	Contract
			L.17: Signing a Contract	*News reading (4)*
Apr	5	T	Business Advertising	Ads, commercials
			Case report (1)	*Ad design*
	12	T	Final Exam: Reading/Translation	
			Case report (2)	
	20	W	Final Exam: Listening/Negotiation	